DOCUMENT RESUME

ED 417 315 CE 076 039

TITLE	Vocational Technological Education Report 1995-1996.
INSTITUTION	Arizona State Dept. of Education, Phoenix. Div. of Vocational Technological Education.
PUB DATE	1996-12-00
NOTE	23p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Educational Research; *Employer Attitudes; Graduate Surveys; High School Graduates; *Professional Development; Secondary Education; State Programs; Statewide Planning; *Teacher Education; *Teacher Participation; *Technology Education; *Vocational Education; Vocational Followup
IDENTIFIERS	*Arizona

ABSTRACT

This report provides annual information on the number of teachers participating in preservice and inservice teacher programs and results of follow-up surveys conducted of students and their employers in Arizona. Section I provides information on teacher participation in both preservice and inservice teacher education. It shows Arizona's universities produce relatively few vocational teachers but with these caveats: not all vocational teaching positions require a baccalaureate degree and many teaching candidates have completed teacher preparation programs in other states. Data on three state universities and other providers of inservice education is provided. Professional development activities are also summarized, including business and industry partnerships, a summer institute, mentoring teams, and a conference. Section II presents follow-up data. It reports that Arizona's graduating class of 1995 included 7,856 who completed a vocational technological education program. These results of the employer survey are provided: more than 60 percent of students were still employed nearly 18 months after high school graduation; 25 percent of employers who knew the student had completed a vocational technological program gave hiring preference to that student; less than 15 percent of employers received a transcript; and employers consistently felt students' skills met or exceeded their expectation. Appendixes include lists of districts reporting and not reporting employer data and employer follow-up survey. (YLB)

Vocational Technological Education Report 1995-1996

Submitted to the Arizona Legislature

State Board for Vocational and Technological Education

December 1996

INTRODUCTION

This report was prepared in response to a requirement established by the Arizona Legislature in 1992 that the State Board for Vocational and Technological Education report annually on:

- The number of teachers participating in preservice and inservice teacher education programs, and
- The results of the follow-up surveys conducted of students and their employers.

The information in this report was compiled by the staff of the Arizona Department of Education, School-to-Work Division, formally the Vocational Technological Education (VTE) Division, on behalf of the Board. The scope of this report is limited to the two requirements (See Appendix A for the specific legislative requirement).

Data regarding teacher preservice and inservice training was compiled for the 1995-1996 academic year, while data on student placement was compiled in 1996 for June 1995 high school graduates. Due to the deadline for submitting this report, and time constraints in collecting this information, there are some cases where the data is preliminary, and subject to final verification.

The staff of the Arizona Department of Education (ADE) appreciates the cooperation of the various Local Education Agencies (LEAs) and universities who provided the information contained in this report. We especially appreciate the assistance of Ms. Judy Balogh of Arizona State University, Dr. Gaye Luna of Northern Arizona University and Dr. Roger Huber of The University of Arizona.

SECTION I: TEACHER EDUCATION

Teacher education is generally of two types, preservice and inservice. Preservice education refers to those programs and courses designed to prepare teachers for their initial employment. Inservice teacher education includes both credit courses and non-credit experiences for those teachers employed and seeking to update their knowledge and skills. This section provides information on teacher participation of both types.

PRESERVICE TEACHER EDUCATION

Each of Arizona's three state universities provides preservice teacher education in vocational education. Listed below is the data on degree completions, by program, for the 1995-1996 academic year for each state university.

Table 1

UNIVERSITY	DEGREE	UNDER-GRADUATE	GRADUATE
Arizona State University	Family and Consumer Science Education	2	3
	Business Education	4	9
Northern Arizona University	Technology Education	2	-
	Trade & Industrial Education	1	-
	Business Education	4	4*
	M.A. Vocational Education	-	10
The University of Arizona	Agricultural Education	7	8
	Family and Consumer Science Education	-	2*
TOTAL		**20**	**32**

*Post Degree, not a Masters

Arizona's universities produce relatively few vocational teachers. It is estimated that there are 1,500 vocational/technological instructors in Arizona's public schools (middle/junior high schools and high schools). In reviewing the data above, it is important to understand a few characteristics of vocational teacher preparation:

- Not all vocational teaching positions require a baccalaureate degree, particularly those in the trade, technical, and industrial areas. While many of these teachers possess a college degree, many come directly from industry.

- Many teaching candidates (both new and experienced) have completed teacher preparation programs in other states and relocated to Arizona.

- Most of the teachers who complete graduate-level programs are already teaching in schools and therefore already certified. These individuals may pursue a Master's degree to expand their knowledge and skills rather than to meet the requirements for a standard teaching certificate.

INSERVICE TEACHER EDUCATION

Vocational teachers participate in university credit courses to update their knowledge and skills, and to meet additional requirements for certification or re-certification. Each of the three state universities offers various graduate-level courses in vocational education. Completers of graduate-level programs are listed above in Table 1.

The Arizona Department of Education provides extensive inservice teacher education opportunities each year, utilizing funds from the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Under provisions of this Act, the Arizona Department of Education, School-to-Work Division contracts with various providers to plan and implement professional development experiences

Table 2 lists the total number of participants in professional development activities sponsored by each of the three universities.

Table 2

University	Total Participants (unduplicated)
Arizona State University	1,006
Northern Arizona University	820
The University of Arizona	304

Summary of Professional Development Activities

Three state universities (Arizona State University, Northern Arizona University, and the University of Arizona) were selected to provide professional activities across the state to approximately 2000 educators, with the majority of the activities targeted at Levels II and III. Included in this number are Arizona administrators, counselors, vocational teachers and academic teachers of vocational students enrolled in Level I (7th and 8th grades), Levels II and III (9th through 12th grades), and Level IV (postsecondary) Comprehensive Vocational Technological Programs. Listed below are representative samples of the professional development activities that were offered which pertain to many kinds of programs. Numbers in ( ) indicate when more than two different activities were offered. Numbers in [ ] indicate the numbers of participants for the activity (ies), as of reporting date:

- Business and industry partnerships [7]
- Career Pathways (50) [586]
- Computer Skills (17) [206]
- Cooperative education [92]
- Curriculum inservice [75]
- Improving the educational system [200]
- Integration of academic and vocational education (4) [103]
- Internet in the classroom (9) [195]
- Learning styles for ESL teachers [16]
- Multimedia and instructional technology [16]
- Proposal writing (3) [30]
- School-To-Work [200]
- Strategic planning [28]
- Student assessment [29]
- Teamwork [32]
- Technology standards [44]
- Total quality management (3) [109]
- Work-based learning (40) [142]
- Workplace standards[20]

A summer institute was offered in July of 1996 for 140 registrants. Topics covered, which focused on implementing quality vocational programs, Levels I-III, included: integration, innovations in restructuring, competency-based quidance, alternative assessment strategies, education-business partnership, marketing and managing your project, tools that meet the demands of the curriculum, team processes, internet in the classroom, microsoft office and action plan development. Complementary to the topical presentations were eight tours in the health industry to study all aspects of the industry concept.

In conjunction with the National Center for Research in Vocational Education, University of California at Berkeley, and MPR Associates, Inc., 25 state and university staff were inserviced in August 1996 on two modules from the Getting to Work-A Guide for Better Schools document. The two modules covered were: Cross-Cutting Issues and Student Assessment. In October 1996 a follow-up session was held addressing assessment.

Mentoring teams, comprised of vocational staff from ASU/NAU/UofA and STW Division program supervisors, provided technical assistance to twenty Vocational

Technological funded discretionary program projects. The purpose of mentoring teams was to draw upon university staff and state supervisors in providing on-going, technical assistance to the projects in the form of site visits, telephone conversations, teleconferences, workshops, materials, etc. Whenever feasible, staffs made joint site visits to the projects. Many positive results were experienced through this activity such as in-depth technical assistance, early identification and purchase of equipment, implementation of the curriculum frameworks, etc.

A business and industry internship program was continued. The internship program was open to vocational and academic teachers who were working cooperatively to deliver vocational instruction, as well as guidance and counseling personnel. Each completed an application for the Internship experience. Those accepted for Internships received a stipend of $50 per day for a maximum of five (5) days with extended days being completed without a stipend. Flexible time periods were used for internships such as weekends, after school days, school days with the stipend being used to reimburse the district for substitute pay, vacations, etc. Assistance in locating industries for Internship participation was provided. Follow-up with participating firms was done with phone calls, correspondence, and other forms of communication. On-site visits were completed on an as-needed basis. A total of fifty individuals completed the intern program this reporting period. Each were required to complete a paper to reflect on their experience and identify ways they will utilize what they have learned in their schools.

Program specific workshops were offered in:

- Agricultural Mechanics
- Applied Biological Systems
- Business Management Technology
- Child Care & Guidance
- Industrial Technology

Statewide curriculum dissemination and inservices continued to be a major priority with all universities.

Finally, the Arizona Department of Education in collaboration with the Arizona Vocational Association conducted the 21st Annual Workforce Training and Development Conference in August 1996. This year's focus, *The Only Way to Predict the Future is to Invent It*, brought together over 1000 attendees from middle schools through postsecondary levels. Those in attendance included administrators, instructors, counselors and staff of CBO's and other job training providers. Examples of topics covered include: teaching techniques, curriculum updating, national standards project update, obtaining academic credit, applied academics, academic standards, charter schools, career guidance and counseling, plus numerous other specific session's and industry tours in each of the six program areas.

SECTION II: Program Follow-Up

Student Follow-Up

Local educational agencies conduct a follow-up of their graduates annually. Students surveyed were those who completed a vocational program and graduated from high school in June 1995. Students were surveyed six months after their graduation, beginning in December 1995.

In 1993-1994, the Division of Vocational Technological Education altered its method of collecting student follow-up data from local educational agencies. The end-of-year follow-up report was eliminated and data was obtained from the Performance Standards Local Evaluation Reports submitted by each district in September 1996.

Listed below are the results obtained from these reports. In reviewing this data, there are several conditions that must be taken into consideration.

- This data is preliminary. Some schools had errors in their reports that are still being corrected. Final data should be available in March 1997.

- The figures shown for educational status and employment are duplicated, since many students both work and continue their education. The total for these responses will exceed the total number of students documented as placed.

- School districts were not able to locate all graduates, and some graduates did not respond to the survey. The reporting form included students who were not placed with those who were not located, which tends to under-represent the number of students in each placement category.

Table 3

STUDENT STATUS	NUMBER*	PERCENTAGE
Continuing education.	3,101	49.03%
Enlisted in the military.	166	2.62%
Working in a position related to the vocational program completed.	1,705	26.96%
Working in a position that is not related to the vocational program completed.	1,353	21.39%
Total Duplicated Count	**6,325**	**100.0%**

* Numbers are calculated on a duplicated count of the 1994-1995 program completers surveyed (i.e., students may be in more than one category at a time--working part-time and continuing their education full-time).

Arizona's graduating class of 1995 included 7,856 (unduplicated count) who completed a Vocational Technological Education Program. LEAs were able to document follow-up information on 4,853 or 61.8% of these completers. The balance of 3,003 completers were not surveyed, not located, and/or did not respond to the follow-up survey.

EMPLOYER FOLLOW-UP

In addition to providing the results of their follow-up of students, each district was requested to provide the names of employers for students reported as working. Fifty of ninety-four school districts who reported program completers provided the employer information in time to be included in this study. Districts participating are listed in Appendix B. Those districts not participating may be found in Appendix C. The staff of the Arizona Department of Education, School-to-Work Division conducted a survey of 1,550 program completers for whom useable data was provided by the LEAs. Surveys were mailed in November 1996. A postage-paid reply envelope was provided. Listed in Table 4 is a summary of the survey distribution and response.

Table 4

SURVEY RESPONSE	Number	Percent
Number of employer surveys mailed	1,550	100.0%
Number of surveys not returned	1,004	64.8%
Number of surveys reporting student never worked for this employer	64	4.1%
Number of useable responses received	482	31.1%

Some employers returned the survey with a notation that company policy did not permit responding. For those employers who indicated that they had never employed the identified student, most situations were companies with multiple locations and it is possible that the survey had been addressed to the wrong location. The brief response time coupled with the holiday season, in all likelihood, limited the opportunity employers had to respond, which resulted in a 31.1% response rate.

RESULTS OF EMPLOYER SURVEY

A copy of the survey instrument is provided as Appendix D. Listed below is a summary of the responses to the survey and a brief discussion of each question.

1. Does the student (identified on the survey) still work for you?	Yes, Full-time*	206	37.7%
	Yes, Part-Time*	140	25.6%
	No*	64	11.7%
	Never Did	136	24.3%

*Duplicate Responses Possible

More than 60% of the students are still employed nearly 18 months after graduation from high school.

2. Were you aware that the student (identified on the survey) had completed the vocational technological education program listed (on the survey)?	Yes	190	41.3%
	No	270	58.7%

The purpose of this question was to determine if employers knew that the students they hired had completed a Vocational Technological Program. It should be noted that some respondents indicated that they were new to the company or supervisory position, did not make the original hiring decision, and were, therefore, unable to answer the question.

3. Did you or your company give any hiring preference to this student because he or she had completed a vocational technological program?	Yes	83	24.8%
	No	252	75.2%

Respondents were directed to answer this question only if they marked "Yes" that they were aware the student had completed a vocational technological program. 25% of those employers who knew the student had completed a vocational technological program gave hiring preference to the student on that basis. This finding is supported by several written comments that the company has supported the program and hired completers for many years.

4. Did the high school or vocational center provide you or your company any assistance in locating or hiring this student?	Yes	67	15.2%
	No	375	84.8%

Vocational technological program personnel are encouraged to assist their students in obtaining placement, both in employment and in continuing education. Since some of the respondents commented that they had not personally hired the student, this response may be understated.

5. Did the school or the student provide you or your employment office with any written documentation of the skills or competencies that the student had obtained in his or her vocational technological education program?	Yes	64	14.9%
	No	366	85.1%

Schools have been encouraged to provide students with a certificate or transcript of the skills/competencies they have attained. Less than 15% of the employers received such a transcript or certificate.

6. Is the student's current job, in your opinion, directly related to the vocational technological program he or she completed (listed on survey)?	Yes	143	38.2%
	No	231	61.8%

This question was intended to get the employer's perspective on whether the student's job was directly related to their vocational program.

Questions seven, eight, and nine dealt with the employer's perception of the academic, technical and employability skill of students, compared to the expectations of the job. For purpose of comparison, the table below shows the results for these three questions.

SKILL QUESTIONS	Below Expectation	Met Expectation	Above Expectation
7. Academic Skills (i.e., math, communications, science)	23 5.5%	275 65.3%	123 29.2%
8. Technical Skills (i.e., specific job skills)	21 5.1%	263 63.8%	128 31.1%
9. Employability Skills (i.e., work habits, attitude)	50 11.7%	205 47.8%	174 40.5%

As the table illustrates, employers consistently felt the students' skills met or exceeded their expectation.

10. Was the entry wage/salary for this student lower than, the same as, or higher than what you pay other individuals for the same type of position?	Lower	12	2.7%
	The Same	369	90.2%
	Higher	30	7.1%

National studies have shown that students with specific vocational preparation have been able to obtain higher entry salaries. The purpose of this question was to determine if there was any preference shown by Arizona employers. The responses shown above indicate that most students receive the same pay (89.8%) as any other applicant. The responses to this question may have some relationship to the fact that many employers are not aware that students have completed vocational technological programs, and that few employers received a certificate documenting the student's skill attainment.

WRITTEN COMMENTS

Employers were also provided an opportunity to respond to two open-ended questions. Two hundred and forty-six of the 482 responses contained written comments. These comments were reviewed and are summarized below.

Question number eleven asked "Do you have any specific suggestions regarding the vocational technological education program this student completed"?

- Many respondents indicated that they were unaware the student completed the program, or were not knowledgeable about the vocational program.

- Many of the respondents made favorable comments about the specific student:

  ⇒ *{Students Name} was a pleasure to employ. She was well rounded and could do many tasks with little supervision. I feel her educational program helped her; and she was a good student.*

  ⇒ *I think it must be a great program, or else we were very lucky when we hired {Students Name}. She is a great worker, very adaptable to "quick thinking" situations and is a great person to work with. Suggestion - let employers know they have a vocational student working for them.*

  ⇒ *{Student's name} is a very well trained individual.*

- Many of the respondents made favorable comments about the program:

  ⇒ *I feel the program will help many students looking for direction regarding careers - definitely keep it going.*

  ⇒ *Keep up the good work! Also, keep sending us potential candidates.*

  ⇒ *If {student's name} is a product of this program, you are doing a fantastic job..*

- A number of the respondents indicated that they would like to know more about the school's program, felt they had not been as involved as they would like, or that the school should provide more "follow-up" assistance to their graduates.

  ⇒ *Greater exposure needed - stronger placement assistance from high school and vocational centers....*

- Few employers indicated dissatisfaction with the student or the school:

  ⇒ *It might be helpful for the educator to call upon the business and see what specific qualities different employers would appreciate. This would help the student be a better employee and the employer would have better trained people.*

Question number twelve asked "Do you have any general suggestions regarding vocational technological education in this state"?

- The most frequent comment was that students need workplace/employability skills in their education.

  ⇒ *Please teach work ethics, dressing professionally, positive attitude and not reading magazines and writing letters while they are on the time clock.*

  ⇒ *Upgrade their reading and math skills. I was surprised that a high school graduate could not do simple math, or had as many problems as they do with reading comprehension. {Student's name) is a great kid, and he is super dependable. Because of these traits he still works for us.*

- Several employers corroborated the need for improved technical skills.

  ⇒ *Expand the program. There is a need among employers for well trained students, and I believe programs such as this give students an advantage when entering the work force. Also, include college students, since they can use "real life" work skills.*

  ⇒ *I would like to see more manufacturing trades, such as machining, along with courses in blue print reading. I would be happy to work with you on a training program - or take graduates. Please call me {employers name and phone number.}*

  ⇒ *(We) need much more than we have. We put too much emphasis on preparing for college, and not enough on training people to obtain jobs right after high school.*

SUMMARY REVIEW

The outlook for Vocational Technological Education remains strong:

- More than 80% of the Arizona High School Class of 1985 entered the work-force without college degree. Only 18.1% of the Arizona High School Class of 1993 enrolled in Arizona Universities (1993 AZ Board of Regents Report).

- Furthermore, labor market demands are highest in non-degree occupations. Vocational education prepares students in applied settings and comes closer to emulating the workplace than any other aspect of secondary education.

- LEAs received follow-up information on a majority (61.8%) of the 1995 vocational completers. LEAs have established their capacity to follow-up a significant portion of the completer population. Once process issues are resolved, meaningful data is possible. Meaningful data will provide an objective basis for fiscal allocations, program improvement, and program elimination.

- With planned technological advances the ADE data collection/reporting capability can improve.

- The state standards initiative will certainly promote curriculum improvements in academic, technology, and workplace (employability) skills.

- Increased emphasis on the legislative mandate for this report provides the basis for partnerships between education and industry, which is vital for future workforce development.

The Arizona Department of Education, School-to-Work Division has additional information that readers of this report may find helpful, including an annual "Performance Report", compiled for the US Department of Education. To obtain additional information about this and other reports, please contact:

Dr. Charles Losh, Director
Arizona Department of Education
School-to-Work Division
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-5106

December 31, 1996
LEGrPT96.doc

APPENDICES

APPENDIX A

LEGISLATIVE REQUIREMENT

Laws 1992, Ch. 305, § 26, provides:

"Sec. 26. **State board for vocational and technological education; report**

"The state board for vocational and technological education shall provide an annual report to the president of the senate and the speaker of the house of representatives by December 31 beginning in 1994 and ending in 1999. The report shall contain the information required by section 15-781.01, subsection E, paragraph 18, Arizona Revised Statutes, the number of teachers or support personnel provided preservice and in-service training and any other evaluative information that the board deems relevant."

APPENDIX B
DISTRICTS REPORTING EMPLOYER DATA (50)

Amphitheater Unified School District
Antelope Union High School District
Apache Junction Unified School District
Benson Union High School District
Blue Ridge Unified School District
Casa Grande Union High School District
Cave Creek Unified School District
Colorado River Union High School District
Coolidge Unified School District
Deer Valley Unified School District
Duncan Unified School District
Dysart Unified School District
East Valley Institute of Technology
Flowing Wells Unified School District
Ft. Thomas Unified School District
Gilbert Unified School District
Globe Unified School District
Heber-Overgaard Unified School District
Holbrook Unified School District
Lake Havasu Unified School District
Mammoth/San Manuel Unified School District
Maricopa Unified School District
Marana Unified School District
Mesa Unified School District
Miami Unified School District
Mingus Unified School District
Mohave Union High School District
Page Unified School District
Paradise Valley Unified School District
Patagonia Union High School District
Payson Unified School District
Peoria Unified School District
Phoenix Union High School District
Pima Unified School District
Safford Unified School District
Sahuarita Unified School District
Santa Cruz Valley Union High School District
St. Johns Unified School District
Scottsdale Unified School District
Seligman Unified School District
Sunnyside Unified School District
Superior Unified School District
Tempe Union High School District
Tolleson Union High School District
Tucson Unified School District
Valley Union High School District
Wickenberg Unified High School District
Williams Unified School District
Winslow Unified School District
Yuma Union High School District

APPENDIX C
DISTRICTS NOT REPORTING EMPLOYER DATA (47*)

Aqua Fria Union High School District
Bagdad Unified School District
Bicentennial Union High School District
Bisbee Unified School District
Bowie Unified School District
Buckeye Union High School District
Camp Verde Unified School District
Casa Grande Union High School District
Chandler Unified School District
Chinle Unified School District
Chino Valley Unified School District
Colorado City Unified School District
Flagstaff Unified School District
Florence Unified School District
Fountain Hills Unified School District
Fredonia/Moccasin Unified School District
Ganado Unified School District
Gila Bend Unified School District
Glendale Union High School District
Grand Canyon Unified School District
Humboldt Unified School District
Indian Oasis/Baboquivari Unified School District
Joseph City Unified School District
Kayenta Unified School District
Maricopa Regional School District
Mayer Unified School District
Mingus Union High School District
Nogales Unified School Disrtict
Parker Unified School District
Prescott Unified School District
Queen Creek Unified School District
Ray Unified School District
Red Mesa Unified School District
Round Valley Unified School District
San Carlos Unified School District
Sanders Unified School District
Show Low Unified School District
Sierra Vista Unified School District
Snowflake Unified School District
St. David Unified School District
Thatcher Unified School District
Tombstone Unified School District
Tuba City Unified School District
Whiteriver Unified School District
Wilcox Unified School District
Window Rock Unified School District
Young Public Schools

* Represents no data reported or submission of unusable data

APPENDIX D
EMPLOYER FOLLOW-UP SURVEY

Arizona Department of Education **R-04**
Division of Vocational Technological Education
Employer Follow-Up Survey
1995 Graduates

STUDENT:
PROGRAM: BUSINESS DP OCCUP
SCHOOL: MESA UNIFIED SCHOOL DISTRICT 4
EMPLOYER: AMERICAN EXPRESS

SECTION ONE - INSTRUCTIONS

Please answer each of the following questions for the student named above. Please mark an "X" for one, and only one, response per question. Your responses will be kept confidential.

1. Does still work for you? (If the answer is 'Yes' or 'No', please answer the remaining questions. If this student has never worked for you, mark 'Never Did', skip the remaining questions and return the survey.)
   - ☐ Yes, Full Time
   - ☐ Yes, Part-Time
   - ☐ No
   - ☐ Never did
2. Were you aware that he or she had completed the vocational technological education program listed above? (If the answer is "No", skip to question 4.)
   - ☐ Yes
   - ☐ No
3. Did you, or American Express, give any hiring preference to this student because he or she had completed a vocational technological program?
   - ☐ Yes
   - ☐ No
4. Did the high school or vocational center provide you or your company any assistance in locating, recruiting or hiring
   - ☐ Yes
   - ☐ No
5. Did the school or the student provide you or the employment office of American Express with any written documentation of the skills or competencies that the student had obtained in his or her vocational technological education program (e.g., a skill certificate)?
   - ☐ Yes
   - ☐ No
6. Is the student's current job, in your opinion, directly related to the vocational technological program he or she complete (as listed above)?
   - ☐ Yes
   - ☐ No
7. How did the student's ACADEMIC SKILLS (i.e., math, communications, science) meet the expectations of the job for which he or she was hired?
   - ☐ Above Expectation
   - ☐ Met Expectations
   - ☐ Below Expectation
8. How did the student's OCCUPATIONAL / TECHNICAL SKILLS (i.e., specific job skills) meet the expectations of the job for which he or she was hired?
   - ☐ Above Expectation
   - ☐ Met Expectations
   - ☐ Below Expectation
9. How did the student's EMPLOYABILITY SKILLS (i.e., work habits, attitude) meet the expectations of the job for which he or she was hired?
   - ☐ Above Expectation
   - ☐ Met Expectations
   - ☐ Below Expectation
10. How did the entry wage / salary for this student compare to the pay received by other individuals hired for the same type of position?
    - ☐ Higher
    - ☐ The same
    - ☐ Lower

SECTION TWO - INSTRUCTIONS

We would greatly appreciate your thoughts in response to the two questions below. If it is more convenient for you to type your response, you may submit (attach) a separate page.

11 Do you have any specific suggestions regarding the vocational technological education program that completed?

12 Do you have any GENERAL SUGGESTIONS regarding vocational technological education in Arizona?

Thank you!

A self-addressed, stamped envelope has been provided. In the event this has been misplaced, you may mail your completed survey to:

Arizona Department of Education
Financial & Management Information Unit
STW Division / Vocational Technological Education
1535 West Jefferson, Bin #36
Phoenix, AZ 85007

CE076039

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Vocational Technological Education Report 1995-1996.	
Author(s):	
Corporate Source: State Board for Vocational and Technological Education. Arizona Department of Education.	Publication Date: December 1996

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

	The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2 documents	
☑ Check here **For Level 1 Release:** Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) *and* paper copy.	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY _____ _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	☐ Check here **For Level 2 Release:** Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.
	Level 1	**Level 2**	

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here→ please	Signature: Linda Edgington	Printed Name/Position/Title: Linda Edgington, Librarian II
	Organization/Address: Arizona Dept. of Education 1535 W. Jefferson - Bin 48 Phoenix AZ 85007	Telephone: 602-542-5031 FAX: 602-542-5467 E-Mail Address: ledging@mail.ade.state.az.us Date: 9/26/97

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

(Rev. 6/96)